



AAQEP Annual Report for 2023

Provider/Program Name:	WESTERN GOVERNORS UNIVERSITY / TEACHERS COLLEGE
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 30, 2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Western Governors University (WGU) is a private, nonprofit, online university founded by 19 US governors. From its inception, WGU removed barriers to accessing higher education and earning a degree. The mission of WGU is to change lives for the better by creating pathways to opportunity. WGU is characterized by its flexible learning architecture and multi-dimensional delivery, which allows us to better personalize learning, adapt to changing workforce needs, and provide relevant pathways for an individual’s first and next opportunity. The vision for future higher education that emerged among the governors of the Western Governors Association encompassed Competency-Based Education (CBE). WGU pioneered competency-based education and remains the only institution offering competency-based degrees at scale, creating a model other colleges and universities are increasingly striving to replicate.

WGU bases the earning of a degree on a candidate's demonstration of competency. Competency may be thought of as "possessing and demonstrating the knowledge, skills, and abilities to perform at the appropriate level for the degree being awarded." Subject matter experts draw upon practical experience, job task analyses, published standards, and other research to define competence. WGU's competency-based approach provides evidence, collected through rigorous assessment throughout each program, to ensure that each candidate is competent.

WGU measures progress through "competency units" rather than traditional "credit hours." Competency units correlate to course outcomes without regard for the time it takes a student to achieve mastery. Appropriately designed and psychometrically-sound student assessments like performance tasks, objective exams, live observations, and simulations are direct indicators of knowledge and skill acquired. Students receive credit by passing all assessments to demonstrate competency. Students are either considered competent or not for each assessment; there are neither subjective scales of traditional grades nor the capacity to "make up" for a low grade on one assessment by excelling at another. WGU's high standard of mastery has been designed to equate to a 3.00 on a 4.00 GPA scale. All courses in WGU's curricula have been designed to associate competency units with credit hours. For example, the learning outcomes and course objectives that would be appropriate for a traditional 3-credit course are included and assessed in a 3-competency-unit course at WGU.

WGU established the School of Education (SOE) in 2022. The SOE comprises higher education and workforce learning programs, early college pathways, the College of General Education, and Teachers College. Educator preparation programs are housed in the Teachers College which has academic and operational authority over all licensure programs.

Assessment data included in this report reflect cumulative ratings, or all iterations of the assessments taken by all students during the designated data cycle.

Programs accredited by AAQEP in 2019:

BA, Elementary Education

MAT, Elementary Education

BA, Special Education (K-12), dual licensure with special education and elementary education.

BA, Special Education-Mild to Moderate

MAT, English Education (Secondary)

BS, Mathematics Education (Middle Grades)

MAT, Mathematics Education (Middle Grades)

BS, Mathematics Education (Secondary)

MAT, Mathematics Education (Secondary Education)

BS, Science Education (Middle Grades)

BS, Science Education (Secondary Chemistry)

BS, Science Education (Secondary Physics)

BS, Science Education (Secondary Earth Sciences)

BS, Science Education (Secondary Biological Sciences)

MAT, Science Education (Secondary), includes Chemistry, Biological Sciences, Earth Sciences, and Physics.

Program removed from review:

PB, Elementary Education (retired in 2020)

Program added to review:

MAT, Special Education K-12 (added on May 1, 2021)

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.wgu.edu/online-teaching-degrees/successful-student-learning-outcomes1.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/23)	Number of Completers in most recently completed academic year (12 months ending 06/23)
<i>Programs that lead to initial teaching credentials</i>			
BA, Elementary Education	Elementary Education	2845	1468
PB, Elementary Education	Elementary Education	4	1
MAT, Elementary Education	Elementary Education	2312	1304
BA, Special Education (K-12) <i>Note: dual licensure with special education and elementary education (Legacy and Redesigned programs)</i>	Elementary Education and	965	546
	Mild to Moderate Special Education	965	546
BA, Special Education-Mild to Moderate	Mild to Moderate Special Education	192	108
MAT, Special Education K-12	Special Education K-12: Mild/Moderate	282	111
MAT, English Education (Secondary)	English Endorsement	485	260
BS, Mathematics Education (Middle Grades)	Mathematics Endorsement	131	54
MAT, Mathematics Education (Middle Grades)	Mathematics Endorsement Middle Grades	76	41

BS, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	132	59
MAT, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	127	72
BS, Science Education (Middle Grades)	Science Middle Grade	33	18
BS, Science Education (Secondary Chemistry)	Chemistry Secondary	21	10
BS, Science Education (Secondary Physics)	Physics Secondary	21	8
BS, Science Education (Secondary Earth Science)	Earth Science Secondary	40	16
BS, Science Education (Secondary Biological Science)	Biological Science Secondary	172	104
MAT, Science Education (Secondary) <i>(includes Chemistry, Biological Sciences, Earth Science and Physics)</i>	Science Education Secondary	319	207
Total for programs that lead to initial credentials		9122	4933
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Not included in AAQEP Review	N/A	0	0
Total for programs that lead to additional/advanced credentials		0	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Not included in AAQEP Review	N/A	0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		9122	4933
Unduplicated total of all program candidates and completers		8157	4387

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

No programs within the AAQEP review were added or discontinued during the reporting period. All candidates completed PB Elementary Education, which has been in teach out, and new candidates are not being accepted into the program.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
8157
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
4387
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
Between 7/1/22-6/30/23, WGU recommended 4,161 candidates for an initial license. Of those 4,161: <ul style="list-style-type: none">• 133 were recommended in multiple states.<ul style="list-style-type: none">○ 1 candidate was recommended in 3 states.○ 68 candidates were recommended in 2 states because they followed the reciprocity pathway.○ 64 candidates were recommended in 2 states because they were moving after graduation.
The lower number of recommendations than completers may be due to individuals who delayed application for licensure, and those who have one or more licensure requirements to fulfill before they would be eligible for recommendation.

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Master's degrees and Post-Baccalaureate: Overall completion rate within the expected (2 year) time frame was 90.00%
 Master's degrees and Post-Baccalaureate: Overall completion rate within 1.5x of the expected time frame (3 years) was 10.00%

Bachelors: Overall completion rate within the expected (4 year) time frame was 89.44%
 Bachelors: Overall completion rate within 1.5x of the expected time frame (6 years) was 10.56%

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The overall pass rate on Praxis was 86.71% in 2022-2023. Most programs had pass rates in the range of the low 70% to 97%. The lowest overall pass rate was 70.67% (Secondary Science, Chemistry) which has an N of 10.

The overall pass rate on EdTPA was 94.27% in 2022-2023. Most programs had pass rates in the range of the high 90% to 100%. The lowest was 83.30% (Secondary Mathematics programs). The highest was 100% (Middle Grades Sciences and Middle Grade Mathematics).

F. Narrative explanation of evidence available from program completers, with a characterization of findings.

TC systematically tracks completers after they enter the teaching profession to evaluate the WGU programs' impact on teacher success. One tool we use is a pair of surveys sent to completers and their employers which asks the similar questions of the two groups on matters of importance to the success of all P-12 students. The survey asks the respondents to rate how well the program prepared the completer on items aligned with the INTASC Standards on a scale of Extremely Well, Very Well, Moderately Well, Slightly Well, and Not Well at All. The number of responses was up from last years, with 194 initial-level program completers responding to the survey in 2022-2023 (161 responded in 2021-2022). The majority of completers reported satisfaction with preparation on all standards. The total percent of completers who said they were Extremely Well- and Very Well-prepared ranges from 77.65% on Instructional Planning to 83.34% on Professional Responsibilities.

Completer Survey Results

	Extremely Well	Very Well	Total
Content Knowledge	41.24%	39.69%	80.93%

Learner and Learning	43.01%	40.32%	83.33%
Instructional Planning	40.22%	37.43%	77.65%
Professional Responsibilities	44.83%	38.51%	83.34%

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

TC systematically tracks completers after they enter the teaching profession to evaluate the WGU programs' impact on teacher success. One tool we use is a pair of surveys sent to completers and their employers which asks similar questions of the two groups on matters of importance to the success of all P-12 students. The survey asks the respondents to rate how well the program prepared the completer on items aligned with the INTASC Standards on a scale of Extremely Well, Very Well, Moderately Well, Slightly Well, and Not Well at All. If the completer gives WGU permission to contact their employer and provides contact information, a similar survey is sent to the employer. Although the candidate response rate was lower this year, the employer response rate was slightly higher, with 122 of these employers responding to the survey in 2022-2023 (97 responded in 2021-2022). The majority of employers reported satisfaction with the completer's preparation on all standards. Completers and their employers tended to agree on how well TC prepares candidates on the INTASC standards. A notable difference is completers gave Content Knowledge (80.93%), while employers gave this area the highest rating. The total percent of employers who said the completer was Extremely Well- and Very Well-prepared ranges from 82.79% on Learner and Learning to 86.07% on Content Knowledge.

Employer Survey Results

	Extremely Well	Very Well	Total
Content Knowledge	52.46%	33.61%	86.07%
Learner and Learning	46.72%	36.07%	82.79%
Instructional Planning	43.44%	40.16%	83.60%
Professional Responsibilities	48.36%	36.07%	84.43%

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

TC systematically tracks completers after they enter the teaching profession to evaluate the WGU programs' impact on teacher success. One tool we use is a pair of surveys sent to completers and their employers. Completers are asked if they are employed as teachers, employed but not as teachers, or if they are not employed. Completers who submitted the survey in 2022-2023 reported:

Teaching, full time – 74.37%

Teaching, part time – 6.01%

Total Teaching – 80.38%

Employed full time, but not in teaching – 10.44%

Employed part time, but not in teaching – 2.22%

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
WGU-TC is a competency-based program. All courses and all programs have embedded competencies.	In order pass a course, candidates must all demonstrate competencies at 3.0 GPA equivalent. In order to meet program completion requirements, candidates must pass all courses.	100% of completers meet program competencies.
Demonstration of Learning Progress (DOLP)* (Previously Demonstration Teaching) Final Evaluation *TC transitioned to a new assessment with new scoring levels which took effect for this reporting period	DOLP evaluation is scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. Eighty percent of the standards should be at the target level (2.40) or higher to indicate adequate progression. Scoring levels are: 0 = Not Effective	Data reflect cumulative ratings, or all iterations of the assessments taken by all students during the designated data cycle. Demonstration of Learning Progress (DOLP) Fall 2022 = 2.95 (0-3 range) Spring 2023 = 2.95 (0-3 range)

	<p>Performance is below the target of initial student interactions.</p> <p>1 = Beginning Target performance at the end of the early clinical experiences, professional core and teaching methods courses</p> <p>2 = Developing Target performance at the end of the intermediate clinical experiences, Preclinical Experiences</p> <p>3 = Effective Target performance at the end of the culminating clinical experiences, Demonstration Teaching</p> <p>NA = Not Observed Used only for observations. Not observed is for classification of an aspect that was not observable or needing to be included based on the lesson delivered. All aspects of an evaluation must be able to be rated and include a measurable score.</p> <p>DT evaluation was scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. The expectation for candidates was 3.0 in order to pass. The scoring scale was: 0 = Not Observed. The candidate did not demonstrate the teaching practice. 1 = Emerging. The candidate demonstrates through their knowledge or skills that they require significant remediation to improve</p>	<p>Demonstration Teaching (DT) Fall 2021= 3.58 (0-4 range) Spring 2022 = 3.66 (0-4 range)</p>
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	<p>the teaching practice. The candidate requires sustained, intensive support in order to achieve success.</p> <p>2 = Learning. The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to fully demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.</p> <p>3 = Competent. The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.</p>	
Licensure Exams	Pass with score greater than 80%	The overall pass rate on Praxis was 86.71% in 2022-2023.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
EdTPA	The overall pass rate for the EdTPA for TC is greater than 90%. As a program requirement, candidates are expected to achieve the	The overall pass rate on EdTPA was 94.27% in 2022-2023.

	minimum performance expectation that WGU has established.	
<p>Demonstration of Learning Progress (DOLP)* (Previously Demonstration Teaching) Final Evaluation</p> <p>*TC transitioned to a new assessment with new scoring levels which took effect for this reporting period</p>	<p>DOLP evaluation is scored and evaluated by INSTC standards, with multiple aspect ratings within each standard. Eighty percent of the standards should be at the target level (2.4) or higher to indicate adequate progression. Scoring levels report are:</p> <p>0 = Not Effective Performance is below the target of initial student interactions.</p> <p>1 = Beginning Target performance at the end of the early clinical experiences, professional core and teaching methods courses</p> <p>2 = Developing Target performance at the end of the intermediate clinical experiences, Preclinical Experiences</p> <p>3 = Effective Target performance at the end of the culminating clinical experiences, Demonstration Teaching</p> <p>NA = Not Observed Used only for observations. Not observed is for classification of an aspect that was not observable or needing to be included based on the lesson delivered. All aspects of an evaluation must be able to be rated and include a measurable score.</p>	<p>Data reflect cumulative ratings for all iterations of the assessments taken by all students during the designated data cycle.</p> <p>Demonstration of Learning Progress (DOLP) Fall 2022 = 2.89 (0-3 range) Spring 2023= 2.90 (0-3 range)</p> <p>Demonstration Teaching (DT) Fall 2021 = 3.45 (0-4 range) Spring 2022 = 3.52 (0-4 range)</p>

	<p>DT evaluation was scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. The expectation for candidates was 3.0 in order to pass. The scoring scale was:</p> <p>0 = Not Observed. The candidate did not demonstrate the teaching practice.</p> <p>1 = Emerging. The candidate demonstrates through their knowledge or skills that they require significant remediation to improve the teaching practice. The candidate requires sustained, intensive support in order to achieve success.</p> <p>2 = Learning. The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.</p> <p>3 = Competent. The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.</p> <p>4 = Exemplary. The candidate demonstrates through their knowledge and skills above what is expected for a competent candidate</p>	
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	related to the teaching practice. The candidate exudes confidence, composure, and competence, is able to work with increasing independence, and demonstrates a strong potential for success.	
Professional Portfolio	Candidates must achieve competency in all performance aspects as measured by the task rubrics. The scoring levels are: 0 = Not evidence 1 = Approaching competency 2 = Competency achieved	Data reflect cumulative ratings for all iterations of the assessments taken by all candidates during the designated data cycle. All candidates must achieve a final competent rating in order to pass. Fall 2021 = 1.94 (0-2 range) Spring 2022 = 1.94 (0-2 range) Fall 2022 = 1.94 (0-2 range) Spring 2023 = 1.96 (0-2 range)

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Improvements in Literacy Instruction: School of Education received two grants from the Lily Endowment in Indiana aimed at improving the Science of Reading (SoR). As part of TC’s initial work, literacy courses in Elementary Education and Special Education programs were revised to include content on SoR, four faculty members have undergone extensive professional learning to become subject matter experts in SoR, professional learning was provided to all TC faculty, and 10 faculty members are currently undergoing LETRS training.

TC is participating in transformative work by engaging with national leaders in apprenticeships. The apprenticeship model is new in educator preparation, and TC is collaborating with partners across the nation to lead this work.